

**Valley City State University**  
Teaching for Learning (TLC) Template, Score Sheet and Two Candidate Work samples

General Information	
<b>UNIT AUTHOR</b>	
First and Last Name	Example of the Template Teacher Candidates use in EDUC 450
Electronic Portfolio URL (if applicable)	You do not need to complete this section for the EDUC 450 class assignment.
Email contact	
<b>UNIT OVERVIEW</b>	
Unit Title	
Content Area	
Grade Level	
<b>TLC Requirements</b>	
<b>PLAN—Planning Instruction and Assessment</b>	
<p><b>Purpose:</b> Describe your plans for the learning segment and explain how they are appropriate for the students and content you are teaching. Demonstrate your ability to select, adapt, design, and organize curriculum, instruction, and assessment to help diverse students learn and meet the standards the for curriculum content as well as develop academic language related to that content. (InTASC #7 Planning for Instruction)</p>	
<b>A. Unit Foundation</b>	
1. Unit Summary	(connects with Rubric 1 in Planning)
2. Standards to be met (List and write out. Identify source: National standards, state standards, core standards, etc.)	
(connects with Rubric 1 in Planning)	
3. Objectives/Learning outcomes (based on above standards)	(connects with Rubric 1 in Planning)
The students will:	
4. Academic Language to be emphasized (List and define in student-friendly terms)	(connects with Rubric 4 in Planning)
5. Unit questions	
a. Essential “overarching” or “big idea” questions	(connects with Rubric 1 in Planning)
b. Questions for students (developed using Bloom’s taxonomy, Kaplan’s icons for depth and complexity, English Learner Oral Language Questioning Techniques, etc.) for all levels of thinking	
(connects with Rubric 4 in Planning)	
<b>B. Context for learning</b>	
(all of section B connects with Rubric 2 in Planning)	
1. Complete the context for learning form (Appendix A)	
2. Describe what you know about your students.	
a. Describe what students know, what they can do, what they are learning to do (e.g., prior knowledge, key skills, developmental levels).	
b. Describe your students’ language development, including abilities to understand and produce oral and written language in English.	
c. Describe students’ social and emotional development (e.g., relationships with each other; abilities in self expression, collaboration, etc.).	
d. Describe family/community/cultural assets (e.g., cultural norms, student interests, relevant experiences and resources).	

## General Information

e. Describe subgroups and individual requiring differentiated instruction (SPED, Title 1, ELL, Gifted and Talented, etc.).

3. Describe how this knowledge influenced your planning.

a. Describe how this knowledge influenced your choice of strategies to engage all students.

b. Describe how this knowledge influenced your choice of strategies for scaffolding academic language. (Rubric 4 in Planning)

c. Describe how this knowledge influenced your choice of activities for differentiating instruction.

**C. Instructional Technology and Materials to be used in Unit** (Section C connects with Rubric 1 in Planning)

a. Technology to be used by the teacher (hardware, software, websites, etc.)

You do not need to complete this section for the EDUC 450 class assignment.

b. Technology to be used by the students (hardware, software, websites, etc.)

You do not need to complete this section for the EDUC 450 class assignment.

c. Materials and supplies

You do not need to complete this section for the EDUC 450 class assignment.

d. Other resources

You do not need to complete this section for the EDUC 450 class assignment.

**D. Assessment Tools and Criteria** (all of Section D connects with Rubric 3 in Planning)

1. Explain your thought process for planning a post-assessment, a pre-assessment, and at least one formative assessment within the learning segment.

2. Provide samples of the assessments you will use.

a. Sample pre-assessments

b. Sample formative assessments

c. Sample post assessments

3. Describe how you will use formal and informal assessments in order to monitor growth and provide feedback for students toward meeting the objectives.

4. Describe any modifications or accommodations you have planned in the assessment tools to allow students with specific needs to demonstrate their learning.

## EDUC 450: TLC Assessment Score Sheet

Total Points \_\_\_/35    \_\_\_ %    Grade \_\_\_

\_\_\_\_\_ A1. **Unit Foundation:** Unit Summary

\_\_\_\_\_ A2. Standards

\_\_\_\_\_ A3. Objectives/Learning Outcomes based on the standards (6)

- The narrative summary provides an introduction to the new unit
- Learning targets use “students will be able” to or “I CAN” wording
- Learning targets align with knowledge or skills outlined in the unit
- Learning targets clearly describe expected outcomes for student performance
- Learning targets use student-friendly language that is age-level or grade-level appropriate
- Learning targets require student performance that is measurable

\_\_\_\_\_ A4. Academic Language

\_\_\_\_\_ A5.a. Unit questions

\_\_\_\_\_ A5.b. Questions for students (Bloom’s, DOK)

\_\_\_\_\_ B2.a. **Context for Learning:** What students know, can do, and will be learning to do

\_\_\_\_\_ B2.b. Students’ language development

\_\_\_\_\_ B2.c. Students’ social and emotional development

\_\_\_\_\_ B2.d. Family, community, cultural assets

\_\_\_\_\_ B2.e. Subgroups and differentiation

\_\_\_\_\_ B3.a. Influences on choice of strategies for planning to engage all learners

\_\_\_\_\_ B3.b. Influences on choice of strategies for scaffolding academic language

\_\_\_\_\_ B3.c. Influences on choice of strategies for differentiating instruction

\_\_\_\_\_ D1. **Assessment Tools and Criteria:** Thought process for developing assessments (2)

\_\_\_\_\_ D2.a. Pre-Assessment (4)

- Connection of assessments to the standards/objectives

\_\_\_\_\_ D2.b. Formative Assessment (4)

- Connection of assessments to the standards/objectives
- Alignment of assessments to monitor and support student learning

\_\_\_\_\_ D2.c. Post-Assessment (4)

- Connection of assessments to the standards/objectives

\_\_\_\_\_ D3. Formal and informal assessments to monitor growth and provide feedback towards meeting the objectives/learner outcomes.

\_\_\_\_\_ D4. Assessment modifications for specific learner needs

**Valley City State University**  
Teaching for Learning (TLC) Template

General Information	
UNIT AUTHOR	
First and Last Name	Andrea Jirele (Student Work Sample)
Electronic Portfolio URL (if applicable)	You do not need to complete this section for the EDUC 450 class assignment.
Email contact	Andrea.jirele@ndsu.edu
UNIT OVERVIEW	
Unit Title	Triangles
Content Area	Mathematics
Grade Level	2 <sup>nd</sup> Grade
TLC Requirements	
PLAN—Planning Instruction and Assessment	
<b>Purpose:</b> To help students differentiate between the different types of triangles.	
A. Unit Foundation	
1. Unit Summary	(connects with Rubric 1 in Planning)
Students will be learning about the different characteristics of triangles in this unit. These attributes would include edge, angle, vertices and the different types of triangles. The three different types include scalene, isosceles, equilateral and right triangles.	
2. Standards to be met (List and write out. Identify source: National standards, state standards, core standards, etc.) (connects with Rubric 1 in Planning)	
CCSS.Math.Content.2.G.A.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangle, quadrilaterals, pentagons, hexagons and cubes.	
3. Objectives/Learning outcomes (based on above standards)	(connects with Rubric 1 in Planning)
The students will:	
<ul style="list-style-type: none"> <li>- Identify and label the different parts of a triangle</li> <li>- Recite the different types of triangles</li> <li>- Differentiate between triangles and non- triangular shapes</li> </ul>	
4. Academic Language to be emphasized (List and define in student-friendly terms) (connects with Rubric 4 in Planning)	
<b>Isosceles:</b> a triangle with two sides that are the same length <b>Scalene:</b> a triangle with no sides that are the same length <b>Equilateral:</b> a triangle with all 3 sides that are of equal length <b>Side/edge:</b> a straight line on the border of a shape <b>Vertices:</b> a point where two lines meet <b>Triangle:</b> a three-sided shape what has three points	
5. Unit questions	
a. Essential “overarching” or “big idea” questions (connects with Rubric 1 in Planning)	
<ul style="list-style-type: none"> <li>- What are the characteristics of different types of triangles?</li> <li>- Identify the types of triangles and their attributes?</li> </ul>	

b. Questions for students (developed using Bloom's taxonomy, Kaplan's icons for depth and complexity, English Learner Oral Language Questioning Techniques, etc.) for all levels of thinking (connects with Rubric 4 in Planning)	
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Label the parts of a triangle</li> <li>- Identify the different parts of a triangle</li> </ul> <b>Comprehension:</b> <ul style="list-style-type: none"> <li>- Tell the differences between triangles when compared to one another (scalene, isosceles, equilateral and right)</li> </ul> <b>Create:</b> <ul style="list-style-type: none"> <li>- Produce models of different types of triangles.</li> </ul> <b>Application:</b> <ul style="list-style-type: none"> <li>- How would you use the four different types of triangles in their own environment?</li> </ul> <b>Analysis:</b> <ul style="list-style-type: none"> <li>- Compare and contrast between the four different types of triangles.</li> </ul> <b>Evaluation:</b> <ul style="list-style-type: none"> <li>- Which of the following are true? An equilateral triangle only had 2 equal side A scalene triangle has no side the same A right triangle has all equal sides</li> </ul> <b>Synthesis:</b> <ul style="list-style-type: none"> <li>- Create another shape out of the triangles.</li> </ul>	
<b>B. Context for learning</b> (all of section B connects with Rubric 2 in Planning)	
1. Complete the context for learning form (Appendix A)	

### Context for Learning Form

VCSU Student: Andrea Jirele Semester spring2018 Year 2018

Field Experience: ☐ EDUC 250 ☐ EDUC 350/351 ☒ Student Teaching

**Placement Information:**

Please provide the requested context information for the class selected for this assessment. **Students will complete this for one classroom during their experience.\***

Name of school Oakwood Elementary City Wayzata  
State Minnesota

Grade(s): ☐ K ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Subject: Mathematics

Number of students in the class:

Total	25
Males	11
Females	14
English language learners (ELL):	3
Identified as gifted and talented:	3
Individualized Education Plans (IEPs) or 504 plans:	2
Federal School Lunch Assistance:	

### Racial/Ethnic Distribution

White	15
Black	5
American Indian/Alaskan Native	
Hispanic	2
Asian/Pacific Islander	
Other (Mixed Racial/Ethnic)	3

Cooperating Teacher (Please check one box)

☒ White ☐ Black ☐ American Indian/Alaskan Native ☐ Hispanic  
☐ Asian/Pacific Islander ☐ Other (Mixed Racial/Ethnic)

\*Elementary majors often work with one class of students all day. Secondary and K-12 majors typically have multiple classes of students. If you are student teaching, select the class that connects with your Teaching for Learning Capstone (TLC) unit. If you are not student teaching, select one typical class of students.

*The reverse side must be completed by those enrolled in Student Teaching.*

The following information is completed by student teachers who are working on their Teaching for Learning Capstone (TLC) unit.

1. How much time is devoted each day to teaching this content to the class? 45 minutes
2. Is there any ability grouping or tracking for this content area? If so, please describe how it affects your class. Mixed groups allow ELL students to follow along more easily
3. Identify any textbook or instructional program you primarily use for the instruction of this learning segment. (Name, publisher, and date of publication)
4. List any other resources (e.g., ~~SmartBoard, ACTIVBoard~~, manipulatives, on-line resources, other technology) you use for instruction in this class.  
Smartboard, manipulatives, worksheets
5. Complete the following chart below to summarize the required accommodations or modifications for special education students or gifted and talented students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart.

The first row has been completed in italics as an example. Use as many rows as you need.

Special Education Category	Number of Students	Accommodations/Pertinent IEP Objectives
Example: Learning Disability	Example: 5	Example: Close monitoring, follow up and Resource Room
ELL	3	Offer opportunities to write out answers, use translator applications, make new vocabulary clear
Gifted and talented	3	Offer extended problems, allow them opportunity to self-pace themselves.
IEP	2	Behavioral: Give opportunity for breaks, check in frequently, positive comments for good behavior. Autism: Base lessons around child's interests, give warning on transitions, allow this child opportunity to choose to work alone.

2. Describe what you know about your students.

a. Describe what students know, what they can do, what they are learning to do (e.g., prior knowledge, key skills, developmental levels).

The students will have prior shape knowledge. They should already be able to identify what a triangle is. They also should be able to tell the difference between a triangle and other figures. They may or may not be able to express the differences in words. The students also will be gaining knowledge in the different attributes that are specific to triangles. They will also learn how to identify different types of triangles.

b. Describe your students' language development, including abilities to understand and produce oral and written language in English.

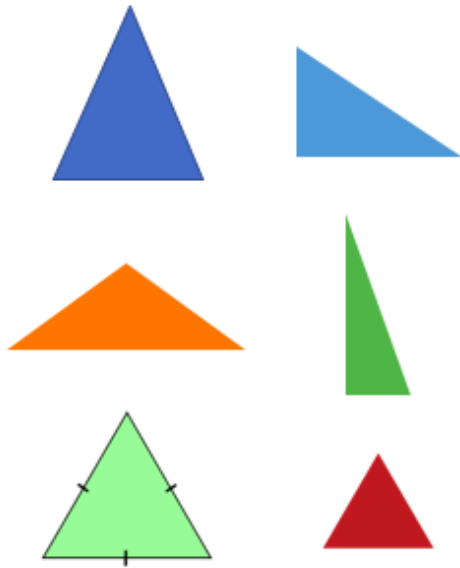
<p>A majority of my students are fluent in English and are able to comprehend the directions I give them. There are, however, a few ELL students. These students speak different languages at home and are still becoming familiar with English. These students will still be able to participate as it will be new vocabulary for the whole class. The hands- on materials and visuals will help these students grasp the concepts in this math lesson.</p>	
<p>c. Describe students' social and emotional development (e.g., relationships with each other; abilities in self expression, collaboration, etc.).</p>	
<p>Most students work well together and respect each other's' responses. This will allow students to discuss relevant topics. Students who are on an IEP are respected in the same way by their peers. These students may have some difficulty interacting with others. There is opportunity for individual work, which they excel at.</p>	
<p>d. Describe family/community/cultural assets (e.g., cultural norms, student interests, relevant experiences and resources).</p>	
<p>There is a wide range of student interests in my classroom. Some of which include music, sports, art and technology. The lesson is not specifically geared to one student's interests, so it will be an equal playing field as the students learn a new concept. Cultural differences should not play a big role on previous exposure to triangles. There are triangles that can be recognize in many different environments.</p>	
<p>e. Describe subgroups and individual requiring differentiated instruction (SPED, Title 1, ELL, Gifted and Talented, etc.).</p>	
<ul style="list-style-type: none"> <li>- ELL: Students who are still continuing to learn English will benefit from the manipulatives and visuals presented in this lesson. New vocabulary will be introduced to everyone. If necessary I can review pre-/post-assessment directions with these students to make sure they are clear on the process.</li> <li>- IEP: One of my students struggles with behavior and will have to be reminded to stay on task. I will offer positive reinforcement to this student as I see him making good decisions. This student may need to work individually to ensure he is on task. Another student who is autistic may not want to converse with his peers. This student may struggle with transitions. To help this student I will make sure they are given the opportunity to work alone. I will give warning time about when we are transitioning to the next step. This particular student takes an interest in cars. I will try to relate the lesson back to cars. Possibly asking "what things do you see on the road when you're driving that look like triangles?"</li> <li>- Gifted/Talented: These students might be a step ahead of their classmates and might need additional challenges. Based off the pre-assessment I will decide whether or not to extend the lesson. The lesson could be extended by seeing if they are able to recognize the different types of triangles in everyday life. I could have them go on a scavenger hunt around the classroom and put sticky notes on items that resemble a scalene, isosceles or equilateral triangle.</li> </ul>	
<p>3. Describe how this knowledge influenced your planning.</p>	
<p>a. Describe how this knowledge influenced your choice of strategies to engage all students.</p>	
<p>I wanted to make sure all my students were able to physically hold the triangles. This way the activity could be hands on for those who learn both kinesthetically and visually. I also wanted to include some time for discussion. I think this would benefit students to discuss their prior knowledge. They might realize that they know more about triangles than they thought.</p>	
<p>b. Describe how this knowledge influenced your choice of strategies for scaffolding academic language. (Rubric 4 in Planning)</p>	
<p>Knowing that some of my students are developing their English skills reminded me to make sure I clearly identify new vocab. Terms such as angles, vertices, isosceles and equilateral will be new for most students. I will need to slowly introduce these terms to all students and visually show them how the triangles contrast to one another. Students will be able to cut out and use materials that make the assessments hands on. This will allow them to connect the new information to real objects.</p>	
<p>c. Describe how this knowledge influenced your choice of activities for differentiating instruction.</p>	
<p>There will be opportunity for peer discussion which will allow students to brainstorm their ideas in a more comfortable setting before expressing their ideas to the class. The individualized assessments will ensure that students can express their own knowledge without the help of others. After I review pre- assessments, I will be able to tell if extensions or accommodations need to be made.</p>	
<p><b>C. Instructional Technology and Materials to be used in Unit</b> (Section C connects with Rubric 1 in Planning)</p>	
<p>a. Technology to be used by the teacher (hardware, software, websites, etc.)</p>	
<p>You do not need to complete this section for the EDUC 450 class assignment.</p>	
<p>b. Technology to be used by the students (hardware, software, websites, etc.)</p>	
<p>You do not need to complete this section for the EDUC 450 class assignment.</p>	



c. Materials and supplies
You do not need to complete this section for the EDUC 450 class assignment.
d. Other resources
You do not need to complete this section for the EDUC 450 class assignment.
<b>D. Assessment Tools and Criteria</b> (all of Section D connects with Rubric 3 in Planning)
1. Explain your thought process for planning a post-assessment, a pre-assessment, and at least one formative assessment within the learning segment.
<p><b>Pre-assessment:</b> I did not want my pre-assessment to be overwhelming to the students. I wanted it to be interactive (cutting and grouping). I also wanted to be able to quickly identify which students already had some prior knowledge. The pre-assessment asks the student to cut out different triangles and place them in the correct category. I think this will be challenging for students who have not heard of the different triangles before, but it will help me gauge who might know a little bit already.</p> <p><b>Post assessment:</b> My post assessment is a little different than my pre-assessment. It evaluates a couple more things that would be taught throughout the unit. These things include labeling the triangle as well as writing the differences between triangles and non-triangles. After class discussion and practice, I would hope the students would have activated their prior knowledge and have learned enough new information to accurately label a triangle.</p> <p><b>Formative assessment:</b> My formative assessment will hopefully not appear as an assessment at all. I wanted it to be interactive and seem almost like a quick game. For this assessment, students will be given a triangle that is either an isosceles, scalene or equilateral triangle. I will ask the students to put their triangle in a corresponding box that is labeled. I would make observations of who accurately placed their triangle in the correct box. I might also have students put their names on the triangles so I can directly see who answered correctly if I am not able to observe closely.</p>
2. Provide samples of the assessments you will use.
a. Sample pre-assessments

Pre Assessment

Cut out the triangles and place them in the correct category.



Name:

**ISOSCELES TRIANGLES**

**SCALENE TRIANGLES**

**EQUALATERAL TRIANGLES**

I would also have the students discuss with a partner the characteristics of triangles. I may say something like “Talk with the person next to you. What makes a triangle different from a circle, rectangle or square”. This will pre-assess their understanding on differentiating between traits of triangles and non-triangles. I didn’t want my pre-assessment to be completely identical to the post assessment.

**b. Sample formative assessments**

I will give each student a triangle. This might be a manipulative or just a cut-out piece of paper. I will then display three boxes. Each one will be labeled either isosceles, scalene or equilateral. Students will then be asked to place their triangle in the correct box. After students complete the task, I can then see how many students were able to accurately match their triangle with the correct triangle name.

**c. Sample post assessments**

Post Assessment

Cut out the triangles and place them in the correct category. Explain why you put each triangle in each category.



Name:

**ISOSCELES TRIANGLES**

Why

**SCALENE TRIANGLES**

Why

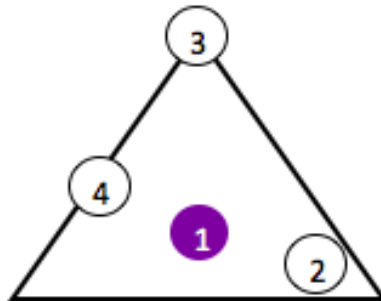
**EQUALATERAL TRIANGLES**

Why

# LABEL THE TRIANGLE

Color each number with the corresponding color that matches each word. (the first one has been done for you)

Side      Angle      Vertices      Triangle



List traits of triangles and traits of non-triangle shapes

Triangles	Non- Triangles

3. Describe how you will use formal and informal assessments in order to monitor growth and provide feedback for students toward meeting the objectives.

**Informal assessments:** I will listen in on peer discussions as the students are asked to share their prior knowledge of triangles. I can also observe as students practice with worksheets and manipulatives. I may also utilize quick formative assessments that are less structured than the one mentioned above. This might include asking students to give me a one out of five on how well they understand the information.

**Formal assessments:** I will use the information gathered from the pre-assessment to base where I will start teaching. This will help me determine whether or not I need to make extensions for students or accommodations. Somewhere in the middle of the unit I will implement my more structured formative assessment. This will give me a clear idea on where my students are at and will provide me with what information I might need to review.

**Feedback:** The students will have the opportunity to receive feedback from me on both the pre and post assessments. I can go over the pre assessment answers in class so the students will see what they are going to learn. I will write on post-assessments to show students where they made mistakes. I will offer opportunities for further instruction/practice if it is necessary after the post-assessment.

4. Describe any modifications or accommodations you have planned in the assessment tools to allow students with specific needs to demonstrate their learning.

- Students who may need a little extra help interpreting the directions will be given the opportunity to use a translator application. This would be most beneficial for ELL students. These students will be able to type the English directions into the translator and will then be able to see the directions more clearly in their fluent language.
- If some students are struggling to cut their pieces out due to fine motor issues, I may ask a classmate to help them.
- If there are behavior problems or issues with students staying on task, I will allow these students to take a break if needed. If they are able to take a brain break it might allow them to refocus on the assessment at a different time. This will ensure that I receive their best work when they are most focused.

**Valley City State University**  
Teaching for Learning (TLC) Template

General Information	
<b>UNIT AUTHOR</b>	
First and Last Name	Rebecca Meyer (A second Student Work Sample)
Electronic Portfolio URL (if applicable)	You do not need to complete this section for the EDUC 450 class assignment.
Email contact	<a href="mailto:Rebecca.k.meyer@vcsu.edu">Rebecca.k.meyer@vcsu.edu</a>
<b>UNIT OVERVIEW</b>	
Unit Title	Phases of the Moon
Content Area	Earth & Space/ Science
Grade Level	2 <sup>nd</sup> Grade
TLC Requirements	
<b>PLAN—Planning Instruction and Assessment</b>	
<p><b>Purpose:</b> Describe your plans for the learning segment and explain how they are appropriate for the students and content you are teaching. Demonstrate your ability to select, adapt, design, and organize curriculum, instruction, and assessment to help diverse students learn and meet the standards the for curriculum content as well as develop academic language related to that content. (InTASC #7 Planning for Instruction)</p>	
<b>A. Unit Foundation</b>	
1. Unit Summary	(connects with Rubric 1 in Planning)
<p>Through this lesson, students will learn about the different moon phases and what causes the moon to “change” size and shape.</p>	
2. Standards to be met (List and write out. Identify source: National standards, state standards, core standards, etc.)	(connects with Rubric 1 in Planning)
<p>NDSS, Gr. 2, Standard 5, Students understand the basic concepts and principles of earth and space science; Benchmark 2.5.5, Explain how the moon appears slightly different every day, but looks nearly the same every four weeks</p>	
3. Objectives/Learning outcomes (based on above standards)	(connects with Rubric 1 in Planning)
<p>The students will:</p> <ul style="list-style-type: none"> <li>- Identify the different phases of the moon</li> <li>- Understand what causes the moon to change size and shape</li> <li>- Explain how the moon appears different every day</li> </ul>	
4. Academic Language to be emphasized (List and define in student-friendly terms)	(connects with Rubric 4 in Planning)
<ul style="list-style-type: none"> <li>- <b>New Moon-</b> When the moon cannot be seen from Earth, because the side of the moon that is facing us is NOT being lit by the sun</li> <li>- <b>Waxing Crescent-</b> Crescent moon between the new moon and first quarter</li> <li>- <b>First Quarter-</b> Looks like half a circle with the right side lit by the sun; like the letter D</li> <li>- <b>Waxing Gibbous-</b> Gibbous moon between the first quarter and full moon</li> <li>- <b>Full Moon-</b> Appears as an entire circle in the sky</li> <li>- <b>Waning Gibbous-</b> Crescent moon between the 3<sup>rd</sup> quarter and new moon</li> </ul>	

<ul style="list-style-type: none"> <li>- <b>3rd Quarter</b>- Looks like a half a circle with the left side lit by the sun; like a backwards D</li> <li>- <b>Waning Crescent</b>- Crescent moon between the 3<sup>rd</sup> quarter and new moon</li> <li>- <b>New Moon</b>- When the moon is not visible from Earth, because the side of the moon that is facing us is not being lit by the sun</li> <li>- <b>Waxing</b>- When the moon looks larger each night</li> <li>- <b>Waning</b>- when the moon looks smaller each night</li> <li>- <b>Crescent</b>- Part way between a half moon and a new moon, or between a new moon and a half moon</li> <li>- <b>Gibbous</b>-Part way between a full moon and a half moon, or between a half moon and a full moon</li> </ul>	
5. Unit questions	
a. Essential “overarching” or “big idea” questions (connects with Rubric 1 in Planning)	
<ul style="list-style-type: none"> <li>- What are the different phases of the moon?</li> <li>- What causes the different phases of the moon?</li> </ul>	
b. Questions for students (developed using Bloom’s taxonomy, Kaplan’s icons for depth and complexity, English Learner Oral Language Questioning Techniques, etc.) for all levels of thinking (connects with Rubric 4 in Planning)	
<ul style="list-style-type: none"> <li>- Can we see the moon every single night?</li> <li>- Does the moon produce its own light?</li> <li>- Does the night look exactly the same no matter where we go?</li> <li>- Why does it become darker at night?</li> <li>- If we have a full moon, will we always get to see it?</li> </ul>	
<b>B. Context for learning</b>	(all of section B connects with Rubric 2 in Planning)
1. Complete the context for learning form (Appendix A)	
2. Describe what you know about your students.	
a. Describe what students know, what they can do, what they are learning to do (e.g., prior knowledge, key skills, developmental levels).	
Students should know what the moon is and how it looks different each night. Students will not know about the different phases and what creates these phases each night. Students will learn about the phases that our moon goes through and why it changes. Students will also learn the terms: new moon, waxing crescent, first quarter, waxing gibbous, full moon, waning gibbous, 3 <sup>rd</sup> quarter, waning crescent, new moon, waxing, waning, crescent, and gibbous.	
b. Describe your students’ language development, including abilities to understand and produce oral and written language in English.	
<ul style="list-style-type: none"> <li>- Students will be able to ask and answer questions to demonstrate understanding of key/supporting details about the moon phases</li> <li>- Students will be able to determine the meaning of words and phases in a text</li> </ul>	
c. Describe students’ social and emotional development (e.g., relationships with each other; abilities in self expression, collaboration, etc.).	
<ul style="list-style-type: none"> <li>- Students work well with their teacher and classmates</li> <li>- Students are able to collaborate and finish an assignment or task in a timely fashion</li> <li>- Students can express their feelings and explain why they think the way they do, to their classmates and teacher</li> <li>- Students can be placed in groups depending on the difficulty of the task</li> </ul>	
d. Describe family/community/cultural assets (e.g., cultural norms, student interests, relevant experiences and resources).	









<ul style="list-style-type: none"> <li>- Students will be able to express the moon phases they have seen throughout the time of lesson at home</li> <li>- Students will be able to connect the material they have learned in class to their experiences outside of school</li> <li>- Students will be able to help other students who may be struggling and answer their questions</li> </ul>
e. Describe subgroups and individual requiring differentiated instruction (SPED, Title 1, ELL, Gifted and Talented, etc.).
<ul style="list-style-type: none"> <li>- ELL- Students from diverse areas will need other visuals and be grouped together in order to finish the assignments. These students may also receive a copy of the vocabulary words and definitions they will need throughout the lesson.</li> <li>- GATE- Students may receive a higher difficulty list of vocabulary words and be asked to complete advanced Moon Phase activities</li> </ul>
3. Describe how this knowledge influenced your planning.
a. Describe how this knowledge influenced your choice of strategies to engage all students.
<p>The activities and materials I will use in my classroom will include hands-on activities, books, worksheets, and games. Students will also be asked to observe the moon and complete activities at home with a parent/guardian. This will help the students create connections between the materials they are learning in class and what they experience at home. Students can complete these activities collaboratively and assessed through informal assessments until the ending of the unit. All activities will be enjoyable and relate to one another.</p>
b. Describe how this knowledge influenced your choice of strategies for scaffolding academic language. (Rubric 4 in Planning)
<p>Scaffolding will take place throughout this unit. Students will be given vocabulary lists and activities that help the students comprehend the language and materials throughout the lesson. Students will create connections between the words and information they learn and build onto their prior knowledge.</p>
c. Describe how this knowledge influenced your choice of activities for differentiating instruction.
<p>Throughout the unit, students will be completing activities individually, in small groups, and as a whole group. Students will be asked to collaborate with peers, their parents/guardians, and teacher. Students will be placed in groups to aid in their learning and be placed with students of different learning levels or needs in the classroom. Students who need more assistance may be placed with students in GATE.</p>
<b>C. Instructional Technology and Materials to be used in Unit</b> (Section C connects with Rubric 1 in Planning)
a. Technology to be used by the teacher (hardware, software, websites, etc.)
You do not need to complete this section for the EDUC 450 class assignment.
b. Technology to be used by the students (hardware, software, websites, etc.)
You do not need to complete this section for the EDUC 450 class assignment.
c. Materials and supplies
You do not need to complete this section for the EDUC 450 class assignment.
d. Other resources
You do not need to complete this section for the EDUC 450 class assignment.



<p><b>D. Assessment Tools and Criteria</b></p>	<p>(all of Section D connects with Rubric 3 in Planning)</p>
<p>1. Explain your thought process for planning a post-assessment, a pre-assessment, and at least one formative assessment within the learning segment.</p>	<p>Informal Pre- and Post-Assessments:</p> <ul style="list-style-type: none"> <li>- The assessments should include identification of the different moon phases in order to see what the students previously knew, and what they have learned throughout the unit. Students should also be assessed in order to see if they understand why the moon phases occur and how they change every night.</li> <li>- Vocabulary should be included so students know how and when to use the correct terminology. Students will match pictures of the moon phases to the names, and definitions of each phase.</li> <li>- Students will then ensure that the phases are in order.</li> </ul> <p>Formal Assessment:</p> <ul style="list-style-type: none"> <li>- Students will be assessed at the end of the unit to ensure they have learned the moon phases and can explain why and when they each occur.</li> </ul> <p>Students will complete the assessment individually and I will take the data to ensure each student has followed along and gained the knowledge needed for third grade. The students will:</p> <ul style="list-style-type: none"> <li>- Identify the different phases of the moon</li> <li>- Understand what causes the moon to change size and shape</li> <li>- Explain how the moon appears different every day</li> </ul>

2. Provide samples of the assessments you will use.

a. Sample pre-assessments AND post-assessments

<b>waxing</b>	<ul style="list-style-type: none"> <li>• getting bigger</li> <li>• lighted portion of moon is on the right</li> </ul>	
<b>waning</b>	<ul style="list-style-type: none"> <li>• getting smaller</li> <li>• lighted portion of the moon is on the left</li> </ul>	
<b>crescent</b>	<ul style="list-style-type: none"> <li>• C or backwards C shape</li> </ul>	
<b>gibbous</b>	<ul style="list-style-type: none"> <li>• larger than half</li> </ul>	
<b>waxing</b>	<ul style="list-style-type: none"> <li>• getting bigger</li> <li>• lighted portion of moon is on the right</li> </ul>	
<b>waning</b>	<ul style="list-style-type: none"> <li>• getting smaller</li> <li>• lighted portion of the moon is on the left</li> </ul>	
<b>crescent</b>	<ul style="list-style-type: none"> <li>• C or backwards C shape</li> </ul>	
<b>gibbous</b>	<ul style="list-style-type: none"> <li>• larger than half</li> </ul>	

## Moon Phase Quiz

Look at each picture below. Write the phase that comes next on the lines provided.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

3. Describe how you will use formal and informal assessments in order to monitor growth and provide feedback for students toward meeting the objectives.

- Informal assessments will be used to ensure that the instructor knows where each student stands in their own learning. Through the informal, the teacher will take data on what each student knows about the topic and use this to plan for activities and groups throughout the unit. An informal assessment can be as much as a group discussion or a “thumbs up/ thumbs down” method for gaining information.
- Formal assessments can be used to ensure the students gained the knowledge needed to continue to third grade and understand the moon phases. These assessments can be used to gather information through the test or matching worksheet/quiz. The pre- and post-assessment will tell me what the students need to learn or what they learned throughout the school year.
- After the assessments, I will gain knowledge on where my students are as compared to where they need to be by the end of the year.

4. Describe any modifications or accommodations you have planned in the assessment tools to allow students with specific needs to demonstrate their learning.

- Hands-on worksheets with definitions and vocabulary words that will be used throughout the lesson. ELL students may have trouble following along or reading the words listed or writing the names of the moon phases on their worksheets.
- May be able to modify the assessments used or worksheets depending on the individual learner